

East Penn School District
Secondary Curriculum

A Planned Course Statement
for
School Store I

Course # 645 Grade(s) 9-12

Department: Computer and Business Applications

Length of Period (mins.) 42 Total Clock Hours: 63

Periods per Cycle: 6 Length of Course (yrs.) .5

Type of Offering: required ✓ elective

Credit: .5

Adopted: 6/8/09

Developed by:
Jayne St.Mary

Description of Course

Course Title: School Store I

Description: This class is designed to give the students an opportunity to gain a real-life experience in the world of retail. Students will be trained to run a small business in a school setting. This class will focus on useful skills associated with retail business, including advertisement and promotion, product design, inventory control, and customer service. Business theory is to be taught in conjunction with the hands-on operation of the store.

Goals:

Students will:

- Understand the retail business and how it is operated
- Operate the business and follow opening and closing procedures
- Analyze sales figures
- Complete inventory counts
- Design merchandise and order stock
- Demonstrate excellent customer service

Requirements: Two teacher recommendations

Text: Deca, Inc., School Store Operations, Thompson South-Western, 2005

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
I. Develop a Plan (ch2, 10)	1	Students will: <ul style="list-style-type: none"> ◆ Apply for a position ◆ Interview for the position ◆ Revise a previously created business plan ◆ Revise a previously created student/employee handbook ◆ Understand opening and closing procedures ◆ Practice employee accountability 	U	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation 	NBEA Entrepreneurship IX Career Development I, III, V
II. Research Your Market (ch1)	2	Students will: <ul style="list-style-type: none"> ◆ Define target market ◆ Conduct market research ◆ Define demographics, psychographics and geographics 	A, L	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation • Survey 	NBEA Marketing I, II
III. Marketing Your Business (ch6)	3	Students will: <ul style="list-style-type: none"> ◆ Define sales promotions ◆ Create placement of visual merchandise ◆ Create advertisements and flyers ◆ Perform in a commercial on ETV 	A, L, U,	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation 	NBEA Marketing I, V
IV. Customer Service (ch8)	4	Students will: <ul style="list-style-type: none"> ◆ Practice personal selling ◆ Understand and apply customer service skills ◆ Utilize an invoice for filling orders for customers ◆ Apply E-commerce skills ◆ Update store website and respond to electronic mail 	A, U	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation 	NBEA Marketing II

<p>V. Run the Store (ch4)</p>	<p>5</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Print inventory tags and learn inventory procedures ◆ Practice and apply proper cash handling techniques ◆ Balance cash drawer ◆ Demonstrate the procedure of returning merchandise 	<p>A, L</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation 	<p>NBEA Marketing III Career Development III, IV, VI</p>
<p>VI. Account for Profits (ch5)</p>	<p>6</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Operate the Point of Sale (POS) register ◆ Run financial reports from POS system ◆ Analyze sales figures 	<p>A, L</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation 	<p>NBEA Accounting III, V</p>
<p>VII. Merchandising (ch3)</p>	<p>7</p>	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Design sportswear ◆ Purchase and price items from multiple suppliers ◆ Demonstrate proper receiving techniques of new inventory 	<p>A, L</p>	<ul style="list-style-type: none"> • Classroom discussion • Notes • Textbook applications • Vocabulary reinforcement • Applying retail skills 	<ul style="list-style-type: none"> • Test/Quizzes • Class work/participation • Performance evaluation 	<p>NBEA Marketing II, III, V</p>

National Business Education *Marketing* Standards

by the National Business Education Association

MARKETING education introduces students to the processes and functions involved in transferring business products or services to a consumer. The study of marketing in grades K-14 can help students gain a clearer picture of how key business functions, such as accounting and finance, are directly related to marketing activities. In addition, taking marketing courses may inspire students to study marketing at a more advanced level, which can be a springboard for a challenging and lucrative career. As a major business function, marketing impacts the American economic system as well as the international economy. There are at least two major principles related to marketing that all students should understand:

- General marketing concepts are important to everyone since they impact individuals, business, and society.
- Even though marketing practices continue to change, the conceptual framework, which is built upon a consumer orientation, should not be noticeably altered.

Marketing exists within an environment of rapidly evolving technology, interdependent nations and their economies, increasing demands for ethical and social responsibility, and constant change. These themes are fully developed and integrated within the major elements of marketing presented in these standards.

Below is an overview of the achievement standards for the marketing content area. Each achievement standard states the understanding and competency students should attain. Each achievement standard has corresponding performance expectations. Each performance expectation delineates what students need to do to exhibit the knowledge and the skills required to meet the achievement standard. The corresponding performance expectations for each achievement standard are detailed in the publication.

I. Foundations of Marketing

Achievement Standard: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

II. Consumers and Their Behavior

Achievement Standard: Analyze the characteristics, motivations, and behaviors of consumers.

III. External Factors

Achievement Standard: Analyze the influence of external factors on marketing.

IV. The Marketing Mix

Achievement Standard: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

V. Marketing Research

Achievement Standard: Analyze the role of marketing research in decision making.

VI. The Marketing Plan

Achievement Standard: Describe the elements, design, and purposes of a marketing plan.

National Business Education *Entrepreneurship* Standards

by the National Business Education Association

ENTREPRENEURSHIP focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Entrepreneurship is a natural fit for business education because entrepreneurship integrates the functional areas of business-accounting, finance, marketing, and management-and the legal and economic environments in which a new venture operates.

As with many areas of business education, entrepreneurship has a general education as well as a professional education component. All students benefit from developing an appreciation for and understanding of entrepreneurship in our economy: most of the jobs (both professional and technical) created in recent years have been in the small business sector. Forecasts indicate that this trend will continue.

Thinking like an entrepreneur, then, is important, since many of today's students will start their own businesses or work closely with entrepreneurs. Being able to recognize new business opportunities is necessary not only for entrepreneurs but also for individuals working in the increasingly competitive corporate world.

Instruction in entrepreneurship begins with developing the fundamentals in the lower educational grades and advancing to more abstract applications at the upper educational levels, as indicated in these standards. Considering the changing nature of the workplace, few subjects provide knowledge that is more valuable to all students, regardless of their career orientation.

Below is an overview of the achievement standards for the entrepreneurship content area. Each achievement standard states the understanding and competency students should attain. Each achievement standard has corresponding performance expectations. Each performance expectation delineates what students need to do to exhibit the knowledge and the skills required to meet the achievement standard. The corresponding performance expectations for each achievement standard are detailed in the publication.

I. Entrepreneurs and Entrepreneurial Opportunities

Achievement Standard: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

II. Marketing

Achievement Standard: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

III. Economics

Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.

IV. Finance

Achievement Standard: Use the financial competencies needed by an entrepreneur.

V. Accounting

Achievement Standard: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

VI. Management

Achievement Standard: Develop a management plan for an entrepreneurial venture.

VII. Global Markets

Achievement Standard: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

VIII. Legal

Achievement Standard: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

IX. Business Plans

Achievement Standard: Develop a business plan.

National Business Education *Accounting* Standards

by the National Business Education Association

ACCOUNTING is an essential aspect of every business institution and organization. As future workers, small business owners, and entrepreneurs, students who understand basic accounting principles will more knowledgeably manage their companies' financial resources. As citizens, future parents, and investors, these students will be better prepared to make the economic decisions that will impact their communities—such as passing a referendum to build new schools—and to make the financial decisions that will affect their own economic futures.

The introduction of computerized systems has made the mastery of technology skills an integral part of the accounting curriculum. Automated procedures eliminate the repetitive tasks required for manual accounting and facilitate the inclusion of individual and group activities that involve higher-level thinking skills. The Internet also offers tremendous opportunities for financial research and a wide variety of learning applications and activities.

The following attitudes and skills should be integrated and reinforced throughout the entire accounting curriculum: critical thinking, decision making, problem solving, team building, ethics, work quality, communication, and technology.

These accounting standards identify the knowledge and skills appropriate for courses at both the high school and two-year college levels. Performance expectations appropriate for the second year of high school accounting are indicated with an asterisk. These accounting standards do not address topics generally taught in intermediate, cost, tax, and other advanced accounting courses.

Below is an overview of the achievement standards for the accounting content area. Each achievement standard states the understanding and competency students should attain. Each achievement standard has corresponding performance expectations. Each performance expectation delineates what students need to do to exhibit the knowledge and the skills required to meet the achievement standard. The corresponding performance expectations for each achievement standard are detailed in the publication.

I. The Accounting Cycle

Achievement Standard: Complete and explain the purpose of the various steps in the accounting cycle.

II. The Accounting Process

Achievement Standard: Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.

III. Financial Statements

Achievement Standard: Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses.

IV. Special Applications

Achievement Standard: Apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership.

Course Objectives –

V. Interpretation and Use of Data

Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.